

Reciprocal Teaching

WHAT? **Reciprocal Teaching** is a dialogue between the teacher and the students using four research based strategies that good readers use to comprehend text. The four strategies include:

1. **Predicting**
2. **Questioning**
3. **Clarifying**
4. **Summarizing**

Once the teacher has modeled the process, students take on the role of teacher and teach one another using the four strategies.

WHEN? This instructional activity is used **Before, During, and After Reading**. In order to support the U-46 Literacy Roadmap, the use of **Reciprocal Teaching** is introduced in grade 2. This instructional activity is appropriate for all text material. A teacher can use Reciprocal Teaching as a whole class, guided reading, and/or literature circles activity to increase a deeper understanding of text.

WHY? Teachers use **Reciprocal Teaching** for several important reasons.

1. It improves student's reading comprehension of text by using four critical comprehension strategies: predicting, questioning, clarifying, and summarizing.
2. It enables students to self-monitor their comprehension of text while reading.
3. It makes students aware of the types of questions that a teacher might ask regarding text.

HOW?

1. The teacher explains the concept of reciprocal teacher to the students.
2. The teacher explains the four strategies the students will learn in order to improve their comprehension of text.

Strategy	What is it?	Some Key Words
Predicting	Focuses the reader to read with anticipation. Using information in the text and the student's background knowledge about where the text is going, the reader makes logical predictions of what will occur next.	I think . . . I wonder . . . I predict . . . I'll bet . . .
Questioning	Focuses the reader on asking questions regarding what he does not know, needs to know, or would like to know about the text. The teacher must teach the students the questioning words.	Who What Where When Why How What if

Clarifying	Directs the reader to look for confusing parts of the text and helps the reader decide which “fix up” strategy to use.	I didn’t understand the part when . . . This (sentence, paragraph, page) is not clear. This does not make sense to me. I can’t figure this out . . .
Summarizing	Focuses the reader to identify the most important ideas in the text and condensing them to a sentence or two.	The most important ideas are . . . This (part, book) is about . . . The problem occurs when . . .
<p>3. The teach models for students how to use each of the four strategies using a short piece of text.</p> <p>4. Next have students read a short text and practice using the strategies. Practice one strategy at a time.</p> <p>5. After students have ample practice with each of strategies students can work together in small groups. Gradually increase the length of text that the student is reading.</p> <p>6. The teacher monitors the small groups and guides those students having difficulty with the activity. The teacher should debrief with students regarding the effectiveness of the activity.</p>		
<p>References/Further Reading</p> <p>Allen, J. (2004). <i>Tools for teaching content literacy</i>. Portsmouth, ME: Stenhouse.</p> <p>Billmeyer, R. and Barton, M. (2002). <i>Teaching reading in the content areas</i>. Aurora, CO: McREL.</p> <p>Hagard, M. (1985). An interactive strategies approach to content reading. <i>Journal of Reading</i>, 29, 204-210.</p> <p>Oczkus, L. (2003). <i>Reciprocal teaching at work</i>. Newark, DE: International Reading Association.</p> <p>Palincsar, A. and Brown, A. (1986). Interactive teaching to promote independent learning from text. The Reading Teacher, 39, 771-777.</p>		